

EDEL 350 Unit Plan Outline Assignment

Name: Jenna, Caitlyn, Danielle

BSU Instructor: Rebecca Brown

Classroom teacher: Mrs. Burks

Grade Level: 1st

Unit Theme: Thanksgiving - Nonfiction

Due Date: December 8th, 2016

Umbrella Standard for Unit Theme: 1.RN.2.2 Retell main ideas and key details of a text.

Unit Objective: Given the topic of Thanksgiving traditions, students will individually write a paragraph that includes a main idea and three key details.

Discipline Areas in Unit: English Language Arts, Social Studies, Speaking/Listening

Culminating Activity/Assessment: Students will write a short paragraph about their own Thanksgiving traditions. Students will develop a main idea and three key details for their writing. On the last day, students will be given the opportunity to share their work.

Lesson #1:

October 18, 20, 25

IN State Standard(s) and State Indicator(s):

- English/Language Arts – Reading Nonfiction
 - o 1.RN.1 – With support, read and comprehend nonfiction that is grade-level appropriate.
 - o 1.RN.3.1 – Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
- Social Studies – Standard 1 History – Historical Knowledge
 - o 1.1.5 – Identify people and events observed in national celebrations and holidays. (Thanksgiving)

Lesson Objective(s): Given sentences on the topic of Thanksgiving, students will correctly *identify* whether the statement is fiction or nonfiction and *explain* his or her reasoning.

Materials/Media:

- 5-6 nonfiction Thanksgiving books – *P is for Pilgrim* by Carol Crane, *1621 A New Look At Thanksgiving* by Catherine O’Neil Grace, *Harvest Festivals Around the World* by Judith Hoffman Corwin, *Thanksgiving The True Story* by Penny Colman, *Things to Make and Do for Thanksgiving* by Lorinda Bryan Cauley, *Let’s Celebrate Thanksgiving* by Peter and Connie Roop
- Fiction versus Nonfiction anchor chart
- Nonfiction read aloud – *Thanksgiving Day* by Gail Gibbons
- Turkey sentence strips
- Whiteboards and markers
- Pencils

Motivation:

The students and I will sit in a circle on the floor. I will have 5-6 nonfiction Thanksgiving books around the circle in front of each student. Before students begin looking at the books, I will tell them that I want them to search for special things about these books that make them different from books they normally read. Students will flip through the book in front of them, and take turns passing them around the circle so each student can see all of the books. As the students are looking through the books, I will be

asking them questions such as: What do these books have in common? What are they about? Do you think they have facts or opinions? Do they have a beginning, middle, and end? What things do you see in these books that are different from books you normally read?

Rationale for the Lesson:

“Today we are going to learn about nonfiction books and special features that they have. Nonfiction books are important because they help us to learn about new topics. By the end of today, you will be able to tell me what nonfiction is and be able to give me an example of a text feature.”

Teach:

I will read the students a nonfiction book about Thanksgiving. As I am reading, I will ask the students to point out things in the book that make it different than a normal story they might read. After the book is completed, I will show the students a Fiction versus Non-Fiction anchor chart. We will uncover one portion of the chart at a time and find examples of the nonfiction elements in the book we just read. Nonfiction elements included on the poster will be that the book is real, uses fact talk, you read to learn, and you can read it in any order. Text features of nonfiction will also be listed such as photos, charts, graphs, table of contents, index, glossary, bold words, and labels. Students will take turns pointing out examples of different elements in the book. I will make sure to emphasize that nonfiction books are about real facts and fiction is make believe.

Check for Understanding:

What is a nonfiction book?

How is a nonfiction book different from a fiction book?

What are some features of a nonfiction book?

Activities:

· Within the small group, students will split into partners. Each pair will receive a plastic bag with sentence strips in it. Some of the sentences will be sentences about turkeys that you could find in a nonfiction book, and the rest will be sentences you could find in a fiction book about turkeys. With their partner, students will read through their sentences and split them up into the two categories. Once every group is finished, they will read through their answers with the entire group.

o Gear Down: Sentences on the provided strips can be read aloud for students at a lower reading level, or for nonreaders.

o Gear Up: Students can have the option to sort through the sentences independently.

Evaluation of Student Learning:

Each student will be given a whiteboard and a marker. I will read sentences aloud to the students and ask them if they think the sentence is one that would be found in a nonfiction book. Students will write “yes” or “no” on the whiteboard and then each student will take turns explaining why they chose their answer.

	Mastery	Basic	Still Needs Help
Fiction vs. Nonfiction	Student correctly identifies the statement as fiction or nonfiction and automatically writes it down.	Student correctly identifies the statement as fiction or nonfiction.	Student incorrectly identifies the statement as fiction or nonfiction.

Explanation	When sharing, the student correctly explains why the statement is or is not nonfiction with multiple reasons.	When sharing, the student correctly shares why the statement is or is not nonfiction.	When sharing, the student does not explain why the statement is fiction or nonfiction.
-------------	---	---	--

Review:

At the end of the lesson, I will ask each student to tell me how he or she would describe the term “nonfiction.” We will discuss that nonfiction books are made up of real facts, while fiction books are make believe. Nonfiction books include features such as table of contents, headings, captions, diagrams, labels, and a glossary. I will tell students that over the next two lessons, they will be learning how to find the main idea and key details of a nonfiction book.

Lesson #2 (Caitlyn):

IN Standards and Indicator: 1.RN.2.2 Retell main ideas and key details of a text

Lesson Objective: Students will sort the topic, main idea, and three key details from the article into the corresponding boxes on a dry erase board when provided with the options on notecards.

Materials/Media: Adapted article and video from

Graphic organizer

Notecards with the topic, main idea, and three key details written on separate cards

Tape

Dry-erase board and marker

Motivation: Show students pictures from the website listed above. Ask them to predict what our article might be about.

Rationale: Today we are going to look at a few pictures and read a short article. Your job at the end is to find the main idea and three details about the article.

Teach: Start off by reminding students about a video that they watched a few weeks ago. The video included a mother and baby that lived inside the house (main idea). Then went inside the house to learn more about the family (key details). Tell them that we are going to find the topic, main idea, and key details about the article, too.

Use whole brain “mirror teaching” to explain these definitions.

Topic is what the whole story, book, or article is about.

Main idea is what the author is trying to tell you about the topic

Details are pieces of information that tell you more about the main idea

Check for Understanding:

What is the purpose of details?

How are the topic and the main idea different?

What would happen if the author didn’t tell you any details?

Activities: Pass out copies of the modified article titled “The History Behind Some Of Our Favorite Thanksgiving Traditions”. Choral read the first paragraph and discuss what it was about. Use a dry erase board to write what the students think is important to remember. Repeat this process until the end of the article.

Assessment: Once finished, show students the premade notecard with the topic, main idea, and three details. I will read them out loud and students will determine which vocabulary word they correspond with as a group. Use checklist to see which item the students got correct the first time. Tally number of attempts until correct.

Gear up: Read an additional article about pumpkin carving from the same website. Complete the same assessment, just with different notecards that fit with the article.

Gear down: Place a key detail in the corresponding box during the assessment. This will act as a hint for students to complete the assessment.

Checklist for Assessment:

<u>Item</u>	<u>Correct (Y or N)</u>
<u>Topic</u>	
<u>Main Idea</u>	
<u>Detail #1</u>	
<u>Detail #2</u>	
<u>Detail #3</u>	

Review:

Ask the following questions to the group. Be sure that all students have a chance to respond.

What is the purpose of details?

How are the topic and the main idea different?

What would happen if the author didn’t tell you any details?

Lesson #3

IN State Standard: 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

Lesson Objective: In small groups students will be able to identify at least one key detail orally from a non-fiction text read aloud.

Materials/Media:

Non-fiction Leave text: Fall Leaves Fall!

Poster board

Motivation: Has anyone noticed any thing different about the trees lately? The leaves have been changing colors. What are some of the colors you have seen?

Rationale for the Lesson: We are going to focus on finding key details (facts) from a non-fiction text. Students need to understand what key details are and why they are important when reading a story. In this case we are looking at non-fiction books so they will be looking at facts. Students need to be able to distinguish between facts and opinions. Facts are true statements where opinions are ideas that one believes, which not everyone may agree with. It is important that they understand that they know the difference so they know the proper time to use each one.

Teach: I will first discuss what key details are, and how to determine facts vs. opinions when looking for them. I will then read the students a non-fiction text about leaves. After we read we will look at the main idea and then come up with key details about the text. I will ask each student in the group to name at least one key detail in the text.

Check for Understanding: What is the difference between a fact and opinion? Is this statement a fact or opinion? How did you know?

Activities: The students will help me fill out a graphic organizer type poster. The name of the book, main idea and key details will be written out. Each student will get the opportunity to share at least once. I will also give each student the opportunity to determine if a sentence is fact or opinion.

Evaluation of Student Learning: I will evaluate their learning orally, by listening to their responses and also by if they can tell the difference before facts and opinions.

Review: We will go over fact vs. opinion. I will also ask them to tell me what we look for when trying to find the key details. With non-fiction we will discuss how key details are facts, and that facts are true statements.

Gear up- Students will write down 2 additional facts about the text.

Gear down- Students will help me complete a fact from the text. I will start the sentence and they will recall the ending of the sentence.

Lesson #4:

IN State Standard(s) and State Indicator(s):

- English/ Language Arts – Reading Nonfiction
 - o 1.RN.1 – With support, read and comprehend nonfiction that is grade-level appropriate.
 - o 1.RN.3.1 – Know and use various text features (e.g., table of contents, glossary, illustrations) to locate and describe key facts or information in a text.
 - Social Studies – Standard 1 History – Historical Knowledge
 - o 1.1.5 – Identify people and events observed in national celebrations and holidays.
- (Thanksgiving)

Lesson Objective(s): Given seven examples of nonfiction text features, students will correctly *identify* the name of each text feature and *explain* each text features purpose.

Materials/Media:

- Post-it Note Labels
- Text Features PowerPoint, Computer, Projector

- Text Features booklet for each student
- 5-6 nonfiction Thanksgiving books – *P is for Pilgrim* by Carol Crane, *1621 A New Look At Thanksgiving* by Catherine O’Neil Grace, *Harvest Festivals Around the World* by Judith Hoffman Corwin, *Thanksgiving The True Story* by Penny Colman, *Things to Make and Do for Thanksgiving* by Lorinda Bryan Cauley, *Let’s Celebrate Thanksgiving* by Peter and Connie Roop
- Document Camera
- Bags with text feature examples and names for matching activity

Motivation:

To begin the lesson, I will lead the class in a “label your teacher” activity. At the front of the class, I will have 5-6 Post-it notes up on the board with different body part names on them (i.e. nose, arm, leg, hand, foot, etc.). I will ask for one volunteer to come up and help me with something. Once the volunteer comes up, I will tell him or her that they can pick a Post-it note and gently put it on me where that body part is. For example, if they pick the arm label, they would place it on my arm. I will ask for a few more volunteers until all of the Post-it notes are labeled on me. Once we are finished, I will tell the students that the Post-it notes are called labels and that they can be found in nonfiction texts.

Rationale for the Lesson:

“Today we are going to learn about some of the special features in nonfiction books. Text features are important because they help us to learn more information from the book. By the end of today, you will be able to point out seven different kinds of text features.”

Teach:

I will have a PowerPoint to show students that will include seven text features: table of contents, glossary, photographs, maps, bold print, labels, and captions. Each PowerPoint slide will include the text feature name, its purpose, and a picture of it. All of the students will have a Nonfiction Text Features booklet that directly corresponds with the PowerPoint. The booklets will have all of the same information and picture examples as the PowerPoint, but the students will have to fill in the name of the text feature on each page. I will explain to students what each text feature does in a nonfiction book. The table of contents helps readers to find the key topics in the book in the order that they appear. The glossary tells the reader what new or important words mean. Photographs show the reader what something looks like in real life. Maps show the location of places in picture form. Bold print helps the reader to see new or important words to the topic. Labels tell the reader about a picture in one word. Captions are a sentence that helps the reader to better understand a picture.

Check for Understanding:

What is a text feature?

What are some examples of different kinds of text features?

Can you name a text feature and tell me what it does?

Activities:

· Desks in the classroom are arranged in groups. Each group will be given a Thanksgiving nonfiction book to look at and students will work with their groups to complete the activity. I will say the name of one of the seven text features (table of contents, glossary, photographs, maps, bold print, labels, captions) to the class. Each group will look through their book and try to find an example of that text feature. If a group finds the feature, every group member will raise their hand. One member from the first group to find the feature will go place their book under the document camera to show the feature to the rest of the class. I will ask the rest of the class if they

agree that the group found the correct feature, and I will also ask for someone to remind me what that feature does. We will repeat this for each of the seven features.

- o Gear Down: Groups that contain students at a lower reading level can be given a less challenging nonfiction book to look through.
- o Gear Up: Groups that contain students with higher reading levels can be given a more difficult nonfiction book to look through.

Evaluation of Student Learning:

Each student will be given a plastic bag with cut out images of examples of each text feature and the name of each text feature. Students will be required to match the appropriate image with its name. Once each student is finished, he or she will raise his or her hand and have a teacher come check it. While the teacher is there, the student will verbally explain to the teacher what each text feature does.

	Mastery	Basic	Still Needs Help
Matching text features to examples	Student correctly matches 7/6 of the text features to their example.	Student correctly identifies 4/7 of the text features to their example.	Student incorrectly matches all of the text features to the wrong example.
Explanation	Student correctly explains the purpose of all 7 text features.	Student correctly explains the purpose of at least 4 text features.	Student incorrectly explains the purpose of all the text features.

Review:

At the end of the lesson, I will ask the students to explain to me what a text feature is. I will ask the class to remind me of the seven text features we learned about today and what they do. I will explain once more that each of these features helps us to learn more information from the nonfiction book. I will tell the students that over the next two lessons they will learn more about the main idea and key details of nonfiction books.

Lesson #5 (Caitlyn):
November 1

IN Standard: RN.2.2 : retell main ideas and key details of a text

Lesson Objective: Given a grade level paragraph, students will categorize the main idea and two details on a graphic organizer with no errors.

Materials/Media:

- Baseball
- Blow up football
- Referee shirt
- Ball State sticker
- Ball State Tshirt
- Cardinal necklace
- Playing cards
- “Sorry” game pieces

- Dice
- Measuring cups
- Rubber spatula
- Flour
- Half sheets of paper
- Pencil for each student
- Fall “welcome” sign
- Pumpkin
- Leaf

Motivation: Have students mirror my words and movements while remembering the vocabulary from prior lessons.

Main idea - Main idea is what the whole story is about

Details - Details are pieces of information that tell you about the story

Rationale: Today we are going to keep practicing what Mrs. McGrew and I did with you last week. We are going to review what main idea and details are. At the end of the lesson you are going to figure out what the main idea of a paragraph is all on your own.

Teach: I will start off by demonstrating how to find the main idea and detail of a main idea kit including the dice, playing cards, and “Sorry” pieces.. Explain that the items are all details of the main idea kit. Ask for volunteers to help figure out what the main idea of the kit might be. Tell students that they will be doing the same thing in small groups.

Check for Understanding: What is the main idea? What are details? What is the difference between main idea and details?

Activities: Set up the main idea kits around the room. Give students 5-10 minutes to explore their kits. Remind them that their goal is to determine the main idea of their kit. Then, take turns having each group explain to the rest of the class what their kits included, how they found the main idea, and what the main idea is.

Use the timer on this website on the Smart Board. <http://www.online-stopwatch.com/countdown-clock/full-screen/>

The main ideas will be sports, cooking/baking, Ball State, and games.

Assessment: Handout the graphic organizer with the following paragraph projected on the smart board:

Pilgrims came to America almost 400 years ago. They sailed on ships across the ocean. It took the Pilgrims two whole months to get across the ocean. They were very tired by that time!

Have students fill out the graphic organizer to categorize the main idea and two details.

Review: How do the main idea kits relate to finding main idea and details of texts?

Name _____

Main Idea

Detail #1	Detail #2
-----------	-----------

Name _____

Main Idea

Detail #1	Detail #2
-----------	-----------

Lesson #6

IN State Standard: 2.RL.2.1: Ask and answer questions (e.g., who was the story about; why did an event happen; where did the story happen) to demonstrate understanding of main idea and key details in a text.

Lesson Objective: In a whole group setting students will be able to identify 4 key details of a non-fiction text.

Materials/Media:

PowerPoint on (Pilgrims/Thanksgiving) (Adapted from a PowerPoint from Scholastics)
Key detail sticky note sheet

Motivation: Can anyone tell me what holiday is coming up this month? Today will get an idea of what the First Thanksgiving was like in 1621.

Rationale for the Lesson: We are going to focus on finding key details (facts) from a non-fiction text. Students need to understand what key details are and why they are important when reading a story. In this case we are looking at non-fiction books so they

will be looking at facts. Key details support the text. Later in the unit we will do a constructed response where the students get to write about how they celebrate Thanksgiving, or how their Thanksgiving traditions are the same or different from the First Thanksgiving. Giving them the tools to find key details will help them find the information to compare and contrast their traditions to the ones at the first Thanksgiving.

Teach: I will first discuss what key details are. (Key details are important pieces of the story that help tell what the story is about. They also support the main idea of the story) I will then go through a power point. After each slide we will take as a class on what a key detail from the slide is.

Check for Understanding:

Why are details important?

What do details tell us?

Activities: I will use a PowerPoint adapted from the Scholastic resource listed. Each slide contains a short (2-3 sentence) paragraph, which gives them a look into traditions of the First Thanksgiving. After I read the paragraph I will call on a few students to help me find the key details in each slide of the PowerPoint. As we find a key detail they will fill out one of the sticky notes on their handout. (There may be more than one key detail on each slide.)

Evaluation of Student Learning: I will evaluate their learning orally, by listening to their responses.

Review: Can anyone remind us of what key details are? I will also ask them to tell me what we look for when trying to find the key details.

Gear up- Students will write their key details in a complete sentence.

Gear down- Students will orally or draw to express the key details.

Lesson #7 (Co-teach):

November 8

Topic: Reviewing Nonfiction/ Introducing Constructed Response

Subject area(s): ELA/Social Studies

Standard: 1.RN.2.2 Retell main ideas and key details of a text.

1.3.8 (Identify customs and traditions with Thanksgiving and Native Americans)
(Compare and Contrast customs and traditions with Thanksgiving and Native Americans)

Objective: Given a graphic organizer, students will identify the main idea and 3 key details of a nonfiction text.

Materials:

Graphic Organizer

Non-fiction text

Lesson Plan Ideas/Activities: Each teacher will take a small group of students. In each small group, the teacher will read aloud a nonfiction text about Thanksgiving. The

teacher will review with the students what main idea and key details are. As a group, the students and teacher will use a graphic organizer to find the main idea, key details, and one text feature of the text they read.

Evaluation: Fill out graphic organizer as a group about the main idea, key details, and one text feature that they find in the text.

Lesson #8 (Co-teach):
November 10

Topic: Introducing Writing Project

Subject area(s): ELA/Social Studies

Standard:

1.3.8 (Identify customs and traditions with Thanksgiving and Native Americans) (Compare and Contrast customs and traditions with Thanksgiving and Native Americans)

Objective: Given facts about the First Thanksgiving the students will be able to identify at least 3 differences and at least 3 similarities between the First Thanksgiving and their own.

Lesson Plan Ideas/Activities:

Read a book about the first Thanksgiving titled “Let’s Celebrate Thanksgiving” by Peter and Connie Roop. While reading, students will be asked to think about what the Pilgrims did during their Thanksgiving. Then, they will return to their desks to fill out a Venn Diagram. As a group, the class will find examples from the book of Pilgrim traditions that we do not still use and ones that we do still use. On their own, they will write examples of things that they do that Pilgrims did not.

My traditions category can include examples such as watch the parade, shop for food, invite only my family. The Pilgrim traditions category can include examples such as hunt for food and invite over 100 people. The similarity section can include examples such as eat, play games, and give thanks.

Materials

- “Let’s Celebrate Thanksgiving” by Peter and Connie Roop
- Venn Diagram for each student
- Pencil
- Document camera

Evaluation: Students should have at least three examples in the “First Thanksgiving” section, two in the “Both” section, and three in the “My Thanksgiving” section of their Venn Diagrams.

Lesson #9 (Co-teach):

November 15

Topic: Writing Work Day

Subject area(s): ELA/Social Studies

Standard:

1.W.3.2 Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

1.W.4 Apply the writing process to – With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.

Social Studies

1.3.8 (Identify customs and traditions with Thanksgiving and Native Americans)
(Compare and Contrast customs and traditions with Thanksgiving and Native Americans)

Objective: Using the graphic organizer students will be construct their own writing responses that include a main idea and three key details.

Students will use their graphic organizers to complete to complete their writing with minimal grammar mistakes and complete sentences.

Materials:

- Graphic Organizer
- Rough Draft lined paper
- Final Draft lined paper

Lesson Plan Ideas/Activities: Students will use their previous Venn Diagram about Thanksgiving traditions to begin a writing project where they will write about their Thanksgiving traditions. Students will organize their thoughts about their traditions on a new graphic organizer. After they complete the organizer they will get it looked over by one of us before starting their rough draft. They will complete their rough draft and then once again getting it approved before getting their final paper for their final draft.

Evaluation: We will be checking each step of their writing process. First checking their graphic organizer for three details. Then we will check their rough draft for complete sentences and grammar.

Lesson #10 (Co-teach):

November 17

Topic: Continue writing projects/ Sharing Writing Projects

Subject area(s): English Language Arts/ Social Studies

Standard:

1.W.3.2 Develop a topic sentence or main idea, provide some facts or details about the topic, and provide a concluding statement.

1.W.4 Apply the writing process to – With support, develop, select and organize ideas relevant to topic, purpose, and genre; revise writing to add details (e.g., sentence structure); edit writing for format and conventions (e.g., correct spelling of frequently used words, basic capitalization, end punctuation); and provide feedback to other writers.
S.S 1.3.8 (Identify customs and traditions with Thanksgiving and Native Americans)
(Compare and Contrast customs and traditions with Thanksgiving and Native Americans)

1.SL.1 Listen actively and adjust the use of spoken language (e.g., vocabulary) to communicate effectively with a variety of audiences and for different purposes.

1.SL.4.1 Speaking audibly and using appropriate language, recite poems, rhymes, songs, and stories, with careful attention to sensory detail when describing people, places, things, and events.

Objective: Students will use their graphic organizers to complete to complete their writing with minimal grammar mistakes and complete sentences.
Students will demonstrate their knowledge of Thanksgiving customs by orally sharing their writing with the class.

Materials:

Graphic organizers

Lesson Plan Ideas/Activities: Students will be given time to complete their writing from the previous session. If all students finish before time is up, each student will be given the opportunity to share his or her final writing project with the class. Students will demonstrate active listening skills while other students are sharing their work.

Evaluation:

Students will share what they have written with the class or a small group of students.

Resources:

Cauley, L. B. (1977). *Things to make and do for Thanksgiving*. New York: Franklin Watts.
Colman, P. (2008). *Thanksgiving the true story*. New York: Henry and Holt Company.

Corwin, J. H. (1995). *Harvest festivals around the world*. Parsippany, NJ: Silver Burdett Press.
Crane, C. (2003). *P is for pilgrim: A Thanksgiving alphabet*. Brainerd, MN: Sleeping Bear Press.
Dolasia, M. (2015, Nov 25). *The History Behind Some of Our Favorite Thanksgiving Traditions*. Retrieved from DOGO News: <http://www.dogonews.com/2015/11/25/the-history-behind-some-of-our-favorite-thanksgiving-traditions>

Dolasia, M. (2016, Oct 14). *Ray Villafane's Pumpkin Carvings are Like None Other*. Retrieved from DOGO News: <http://www.dogonews.com/2016/10/14/ray-villafanes-pumpkin-carvings-are-like-none-other>

Gibbons, G. (1983). *Thanksgiving day*. New York: Holiday House.

Grace, C. & Bruchac, M. (2001). *1621 a new look at Thanksgiving*. Washington DC: National Geographic Society.

Marie, A. (2009, November 11). Expository Text Features Booklet. Retrieved October 26, 2016, from <http://www.teacher2teacherhelp.com/reading-strategies/expository-text-features-booklet/>

M. (1970). Main Idea and Supporting Details Surviving the End of the Year. Retrieved October 31, 2016, from <http://www.teachingsuperpower.com/2012/05/main-idea-and-supporting-details.html>

M. (2013, October 13). Sunday Sneak Peek. Retrieved October 3, 2016, from <http://www.fabulousinfirst.com/2013/10/sunday-sneak-peek.html>

Paul, Sarah (2012). Reading nonfiction using sticky notes (freebie included). Retrieved November 02, 2016, from <http://snippetsbysarah.blogspot.com/2012/05/reading-nonfiction-using-sticky-notes.html>.

Roop, P. & Roop, C. (1999). *Let's celebrate Thanksgiving*. Brookfield, CT: The Millbrook Press.

Scott, J. E. (1994). Teaching nonfiction with the shared book experience. *Reading Teacher*, 47(8), 676.

The First Thanksgiving: Slideshow. (n.d.). Retrieved November 02, 2016, from http://www.scholastic.com/scholastic_thanksgiving/feast/slideshow.htm.

Timer, O. C. (n.d.). Online Clock Countdown. Retrieved November 22, 2016, from <http://www.online-stopwatch.com/countdown-clock/full-screen/>

Wizeman, M. (n.d.). Main Idea / Details Graphic Organizer. Retrieved October 31, 2016, from M. (1970). Main Idea and Supporting Details Surviving the End of the Year. Retrieved October 31, 2016, from <http://www.teachingsuperpower.com/2012/05/main-idea-and-supporting-details.html>